



School of
Health Sciences &
Behavioral Health

BACHELOR OF SCIENCE IN NURSING PROGRAM

STUDENT HANDBOOK

2026-2027

*Associate Degree and Baccalaureate Degree Nursing Programs
Accredited by the Accreditation Commission for Education in Nursing, Inc.
(ACEN) (Formerly National League for Nursing Accrediting Commission, Inc.)
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*Associate Degree and Baccalaureate Degree Nursing Programs
Approved by the Nevada State Board of Nursing
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Revised September 2026

WELCOME!

“Welcome to the RN to Bachelor of Science in Nursing Program at Great Basin College. We are proud to have you join a community of nursing students committed to excellence, leadership, and service. Pursuing an RN-BSN is a significant achievement that reflects your dedication, perseverance, and commitment to the nursing profession.

As you progress through this program, you will build upon your knowledge while developing the leadership, management, critical-thinking, communication, evidence-based practice, and population-health competencies expected of a BSN-prepared nurse. Our goal is to prepare you not only to provide exceptional care to individual patients, but also to improve health outcomes, strengthen healthcare systems, and advocate for the communities you serve.

Nevada’s healthcare landscape continues to evolve, creating an increasing need for highly educated, adaptable, resilient, and compassionate nurses. As BSN-prepared nurses, you will be positioned to help address these needs across Nevada—in hospitals and community settings, in rural and urban communities, and in roles spanning direct patient care, leadership, education, quality improvement, and population health.

We celebrate your decision to pursue this degree and the professional growth that lies ahead. We look forward to supporting you as you develop into a confident, knowledgeable, and compassionate BSN-prepared nurse who is ready to make a meaningful difference in the health of Nevadans.”

Brian Dankowski, DNP, RN
Director of Nursing-
GBC Nursing Programs

Purpose of the Student Handbook

The purpose of this handbook is to assist you in understanding more fully the policies, practices, and procedures of the Bachelor of Science in Nursing (BSN) program at Great Basin College. This handbook serves as the source of information about the policies and procedures in the nursing program. You are required to sign an agreement statement indicating you understand and agree to abide by these policies and guidelines each year that you are in the nursing program. Because policies and procedures are continuously subject to change by external and internal sources, the nursing faculty reviews and modifies these policies and practices as necessary. Students will be notified in writing of any changes made during the academic year.

This handbook is not all-inclusive, nor does it replace the Great Basin College General Catalog or the Nevada System of Higher Education (NSHE) Board of Regents Code Title 2, Chapter 6 which addresses misconduct. The provisions of this document are not to be regarded as an irrevocable contract between the student and the GBC nursing programs.

IMPORTANT NOTE: In most cases where a conflict may exist between the guidance in this handbook and the GBC Catalog, the GBC Catalog shall take precedence. However, some unique aspects of nursing education require policies different from those for other GBC students, for example, student health requirements.

Nondiscrimination for Disability

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.327.2336

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GREAT BASIN COLLEGE

RN to BSN PROGRAM

STUDENT AGREEMENT FOR THE 2026-2027 ACADEMIC YEAR

(initial) I have read, understand, and agree to abide by the policies and guidelines stated in the Great Basin College RN to BSN Nursing Program 2026-2027 Student Handbook.

(initial) I understand that as a condition of enrollment in Great Basin College's RN to BSN Nursing Program, I agree that a practicum facility/agency may, at any time, require a "for cause" drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the practicum facility/agency should they request such information.

(initial) I understand and acknowledge that once admitted to the Great Basin College's RN to BSN Nursing Program, failure to maintain the professional and/or ethical standards of the program may result in dismissal from the program. I also understand that the School of Health Sciences and Behavioral Health Admission and Progression Committee may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.

(initial) I understand and acknowledge that no resources or information from any nursing course can be shared outside the classroom.

Printed Name

Student Signature

Date

Keep this copy in this handbook for future reference. Sign the Student Agreement on the last page of this handbook and return to the GBC School of Health Sciences and Behavioral Health.

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PROGRAM FOUNDATIONS

Great Basin College Mission Statement

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

Mission of the RN to BSN Program

To prepare registered nurses for research and theory based professional practice roles as leaders and change agents in the transformation of nursing and health care for rural and underserved populations.

Philosophical and Conceptual Basis for Achievement of the College and RN to BSN

Program Missions

Nursing faculty endorse the mission, goals, and outcomes of Great Basin College. The nursing faculty acts on the college mission and values through the pursuit of excellence in teaching, promoting student success, and providing service to rural Nevada citizens to enhance their health and quality of life. The philosophy of the nursing faculty is rooted in the **core values of holism, caring, diversity, advocacy, integrity, and excellence**. Student learning outcomes and curricula of the RN to BSN program are based on competencies determined by the faculty to be necessary for safe and effective nursing care building on prior nursing education.

The RN to BSN program incorporates a liberal education that supports integration of concepts from the social, natural sciences and the humanities that are essential to understanding the self and others, as well as the nature of health and disease (AACN, 2008). Translating research and evidence into practice is a cornerstone of RN to BSN prepared practice. The graduate of the RN to BSN program can provide safe, quality care to individuals, families, groups, populations and communities experiencing common to complex health problems in structured and unstructured settings. The nurse prepared at this level:

- Applies organizational and systems leadership theories to the roles of designer and manager of care.
- Applies information management and effective application of patient care technology at all levels of care.
- Provides health promotion and disease prevention for groups and populations.
- Initiates and leads collaboration with other providers and disciplines to ensure quality and safety in health care delivery to underserved populations.

The RN to BSN program is built on competencies derived from the major concepts that the nursing faculty considers to be central to RN to BSN practice. Those concepts are: collaboration, leadership, informatics, evidence-based practice, population-focused care, and quality improvement.

The faculty believe **nursing education** is a life-long dynamic process in which the learner must be an active participant and in which education is the responsibility of both the learner and the nursing faculty. The faculty provides an online learning environment that is respectful and supportive of the individual learning styles, needs, and professional demands facing practicing nurses in GBC's broad rural service area and its diverse, underserved populations. Curricula, teaching strategies, and educational experiences provided are evidence-based and support the refinement of critical thinking, problem solving, and analytical reasoning.

Curriculum Design

In keeping with sound curriculum design principles, the program's student learning outcomes were used to organize the course student learning outcomes. These student learning outcomes are the basis for all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress. They are also the basis for evaluating aggregate student outcomes such as graduate and employer satisfaction surveys.

The terms used in developing this curriculum include:

- **Program student learning outcomes:** Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of the nursing program; characteristics of the student at the completion of the program. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice (NLNAC glossary).
- **Course student learning outcomes:** Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of the nursing course; characteristics of the student at the completion of a course. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice (NLNAC glossary). Course student learning outcomes are derived from the program student learning outcomes.
- **Competencies:** Competency statements are used to evaluate students' achievement of the course/program outcomes. These are the competencies (expectations) that demonstrate the students have attained the student learning outcomes – the knowledge, skills, and attitudes that students need to achieve the course outcomes that build to achieve the program student learning outcomes. The IOM's 2011 publication *The Future of Nursing* notes the importance of competencies: "A competency-based approach to education strives to make the competencies for a particular course explicit to students and requires them to demonstrate mastery of those competencies. Performance-based assessment then shows whether students have both a theoretical grasp of what they have learned and the ability to apply that knowledge in a real-world or realistically simulated situation".
- **Objectives:** Specific expectations of a learning unit that relate back to the course student learning outcomes and competencies.
- **Program outcomes:** Performance indicators that reflect the extent to which the purposes of the nursing education program are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. These program outcomes include program completion rates, job placement rates, licensure pass rates, and program satisfaction (NLNAC glossary). Program satisfaction indicates satisfaction of the graduates and employers in the graduates' ability to use what was learned in the program as the basis for providing safe, effective patient-centered care.

RN to BSN PROGRAM
Student Learning Outcomes

Upon completion of the RN to BSN program, students are expected to:

1. Promote safe, quality, and evidence-based care that is equitable and culturally responsive to the needs of diverse populations and communities across structured and unstructured healthcare environments.
2. Analyze quality improvement measures, utilizing data-driven approaches and systems-level thinking, to develop and evaluate initiatives that enhance patient safety and outcomes in both structured and unstructured healthcare environments.
3. Engage as a lifelong scholar by critically appraising and translating current evidence into nursing practice.
4. Evaluate interprofessional collaboration techniques used in various healthcare environments.
5. Apply leadership principles and theories to drive advocacy, ensure equity, and impact policy within the practice and profession of nursing.
6. Apply information and communication technologies to manage knowledge, mitigate error, and support decisions for the delivery of safe, high-quality healthcare.

Program Student Learning Outcomes with Related Competencies

1. Promote safe, quality, and evidence-based care that is equitable and culturally responsive to the needs of diverse populations and communities across structured and unstructured healthcare environments.
 - b. Integrate an understanding of how cultural, ethnic, and social backgrounds function as sources of patient, family, and community values when planning care for patients and communities, and underserved populations.
 - c. Apply interventions focused on health promotion and disease prevention with attention to effectiveness, efficiency, cost-effectiveness, and equity to groups and populations.
 - d. Use national patient safety resources to focus attention on safety in care settings.
 - e. Demonstrate an awareness of complex organizational systems that reside within structured and unstructured healthcare environments.
 - f. Compare organizational structure, mission, vision, philosophy, and values among various healthcare environments for their impact on safe, quality care to populations and communities.
 - g. Evaluate a clinical microsystem identifying factors that may lead to practice breakdown.
2. Analyze quality improvement measures, utilizing data-driven approaches and systems-level thinking, to develop and evaluate initiatives that enhance patient safety and outcomes in both structured and unstructured healthcare environments.
 - a. Analyze information related to health care, illness, disease prevention, and health promotion with a focus on underserved populations.
 - b. Plan quality improvement measures to promote and provide quality, safe patient care.
 - c. Evaluate quality and patient safety initiatives used to promote and provide patient care.
 - d. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse-sensitive indicators in the microsystem of care.
 - e. Use improvement methods, based on data from the outcomes of care processes, to design and test changes (using an experiential learning method such as Plan-Do-Study-Act) to continuously improve the quality and safety of health care.
3. Engage as a lifelong scholar by critically appraising and translating current evidence into nursing practice.
 - a. Engage in interpretation of research.
 - b. Use theory and research-based knowledge in the care of patients, families, populations, and communities.
 - c. Demonstrate knowledge of the components of evidence-based practice: research evidence, clinical expertise, and patient/family/community values.
 - d. Differentiate clinical opinion from research and evidence summaries.
 - e. Demonstrate how nursing and related healthcare best practices are developed, validated, and endorsed.
4. Evaluate interprofessional collaboration techniques used in various healthcare environments.
 - a. Initiate collaboration with the interprofessional healthcare team.
 - b. Apply effective strategies for communicating and resolving conflict.
 - c. Implement knowledge of system barriers and facilitators of effective team functioning when planning patient care.
 - d. Lead in discussions of nursing's unique perspective while working with the interprofessional team to optimize patient outcomes.
 - e. Evaluate teambuilding and collaborative strategies within the interprofessional team

- in structured and unstructured healthcare environments. Apply leadership principles and theories to both the practice and the profession of nursing.
- a. Demonstrate an awareness of complex organizational systems.
 - b. Apply systems leadership theory when planning care for underserved populations and communities.
 - c. Incorporate an understanding of legal, political, and regulatory processes related to health care that impacts patient care.
 - d. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.
 - e. Advocate for social justice, including a commitment to the health of underserved populations and the elimination of health disparities.
5. Apply leadership principles and theories to drive advocacy, ensure equity, and impact policy within the practice and profession of nursing.
- b. Contrast benefits and limitations of different communication technologies for their impact on safety and quality.
 - c. Apply information management tools to monitor outcomes of care processes.
 - d. Apply high quality electronic sources of healthcare information to address the needs of a diverse patient population.
 - e. Recognize the need for policy and procedure development when implementing information systems in the practice setting.
6. Apply information and communication technologies to manage knowledge, mitigate error, and support decisions for the delivery of safe, high-quality healthcare.

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COMMUNICATION

Email Requirement

Students are required to check their email regularly because it is the primary route used for official departmental and course communications. Changes to email addresses must be reported to Admissions and Records and the nursing department immediately.

Social Media and Online Communication - Ethics and Legal Liability

The Code of Ethics for Nurses (American Nurses Association, 2015) addresses your responsibility to behave in a manner consistent with professional ethics and values in relation to human dignity and maintaining health care and work environments conducive to health care quality. The nursing faculty expects students to adhere to that code in all matters related to their classroom and clinical experiences, as well as working relationships, both in person and through social media and online communications.

Students are reminded that they are legally liable for anything they write or present online. Students can be disciplined by GBC for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Students can also be sued by GBC employees, clinical agencies, and any individual or company that views their commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

To avoid negative impacts resulting from unwise or inappropriate use of social media, be aware of the following:

- If you post anything about GBC or the nursing programs, make it clear that you do not represent the college or nursing programs, nor their views.
- Be aware not only of the content you post, but of any content that you host (e.g. comments others post on your site). Content you host can have the same effect as content you post.
- Potential employers may use social media to evaluate applicants. Inappropriate content may eliminate job opportunities.
- Once you have posted via social media, it is out of your control. Others may forward it, save it, repost it, etc. It is almost impossible to retract after it is posted.
- If you disclose confidential information about patients, other health care providers, fellow students, or faculty, the college and/or health care facility may take legal action against you. Disclosing patient confidential health information is a violation of HIPAA and can result in severe fines.

The nursing faculty recognizes that social media sites – Facebook, Twitter and others offer alternative ways to reach and communicate with friends and other students. The responsible use of social media strengthens our nursing programs' reputation within the community and expands public awareness of our varied educational options.

The following policies and procedures must be adhered to in all use of social media that in anyway relates to or mentions GBC and/or the nursing programs:

1. The social media site content must not replicate information that is available on the college web page.
2. Material and content from classes may not be copied and placed on social media sites, including personal information regarding patients, students, instructors, or other GBC staff.
3. Personal blogs should have a clear disclaimer that the views expressed by the author in the blog are the author's alone and do not represent the views of GBC nursing programs or the School of Health Sciences and Behavioral Health.
4. Information with GBC affiliation should only be information that could be contained in a resume.
5. Information published on a blog should comply with HIPAA, FERPA, and GBC confidentiality policies.
6. Students must be respectful of all persons and their right to privacy.
7. Do not reference GBC faculty, staff, or students without their written consent. Do not use their images or likeness without consent.

8. Respect copyright laws and cite sources appropriately. Plagiarism still applies to online content. GBC logos may not be used without written consent from the Department Chair.
9. Any press or media contacts should be referred to communications at 775-327-2149.
10. All requests for social media development should include its purpose and objectives, name of the social media site, and the name of the moderator, with request forwarded to the Dean, School of Health Sciences and Behavioral Health at 775-327-2320.
11. Student must not be friends with faculty on Facebook until such time as the student has graduated or left the college.

Address, Name, and Phone Changes

Students must notify the HSBH Administrative Assistant when any changes are made in name, address, email address, or phone numbers so that contact information is updated, and emergency messages can be delivered. Students are to update their contact information into My GBC themselves.

Student Records

Secure confidential files are maintained for all Nursing students. These files are kept in compliance with privacy regulations and may contain counseling forms, prior exams, program application submissions, signed student agreements, and remediation records. Access to these records is strictly limited to authorized program administration and staff to ensure student privacy and support academic progress.

Additionally, all skills checklists, simulation evaluations, and clinical evaluations are housed securely on the Trajecsyst platform. All clinical site compliance documentation including immunizations, CPR certifications, and clinical site compliance forms is stored and managed through Complio by Disa Global Solutions, Inc.

Student files are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). For further information, refer to the section on Family Educational Rights and Privacy Act in the GBC catalog.

ONLINE COURSE PARTICIPATION

Using Canvas

You will access all of your courses in the GBC Canvas learning management system (LMS) through the MyApps portal. You should always try to enter your courses the week **before** the first day of classes so that if you encounter problems you will have time to resolve them, to avoid falling behind in coursework.

IMPORTANT! For Canvas to work correctly, you should use current versions of Chrome, Firefox, Edge, or Safari web browsers. **In general, you should plan to complete your coursework on a desktop or laptop computer.** You can use smartphones and tablets to access some parts of Canvas, but many features do not work as well, or at all, on mobile devices.

The website below can assist you. Please make sure you review the information as soon as possible in case you need to change browsers before your class begins.

[Canvas Basics: What are the browser and computer requirements for Canvas?](#)

Online WebCampus Orientation:

It's a good idea to complete the free, non-graded WebCampus Orientation course in Canvas. Open the following link to [Self-Enroll in the GBC WebCampus Orientation](#).

Even if you have used Canvas in the past to get course information and communicate with faculty and classmates, please become very familiar with ALL of the tutorials and resources available. Online courses usually involve a large range of tools, media, and aspects of the LMS that may not be familiar to you.

If you need assistance with logging into MyGBC or the GBC MyApps portal, please reach out to the GBC Helpdesk at [775-327-2170](tel:775-327-2170).

Skills for Online Learning

The online RN to BSN program offers you a flexible and convenient way to learn. The online nursing courses will help you attain the same competencies as traditional courses within a different learning format. However, one important aspect of online learning is that it **shifts the majority of the responsibility in the student-teacher relationship to you. As an online student, you are more responsible for your success.**

Online learning requires specific personal skills, computer skills, and available resources to be successful. These include the following:

Motivation and Self-Discipline

- You must be mentally prepared to learn.
- You must balance personal obligations such as family and work with your coursework to succeed.
- You must take the initiative to review the online course materials, keep up with the reading and project assignments, and participate in the on-line discussions.

Organizational Skills

- If you take more than one course at the same time, you must work efficiently to manage all the coursework.
- You must be able to organize and coordinate working in groups with your classmates to complete some assignments and projects.
- You must arrange work schedules, family trips, vacations, and special events so that you can finish tests and assignments that must be completed online within a specific, short time period.

Time Management Skills

- Online classes are **not** self-paced, and you must meet weekly due dates and deadlines.
- Budget your time and expect to spend 6-9 hours per week to work on a three-credit class, and 9-12 hours per week for a four-credit class. Courses of 8 weeks or less in duration will require up to twice as many hours per week.
- You must go online to complete assignments and communicate with classmates at least 2-3 times per week.

Communication Skills

- You must be able to read directions and follow them!
- You must ask questions when needed and not allow yourself to fall behind.
- You must participate weekly in communications with faculty and classmates in an online environment.
- You must have the writing skills needed to communicate at a professional level in all course assignments and discussions (see the section on *Expectations for Written Assignments* in this handbook).
- You must be able to convey respect, tolerance, and courtesy in all online discussions, e-mails and other interactions with classmates and faculty.

Netiquette and Participation in Discussion Forums

A website of Humboldt State College (<https://canvas.humboldt.edu/courses/21210/pages/netiquette>) provides some excellent guidance on netiquette and how to post effectively on discussion forums. Relevant parts of those guidelines are included below:

- Identify yourself by your real name. Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums.
- Write in the first person (this is your opinion).
- Use humor, joking, or sarcasm with caution. We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.
- What you write is public—respect your audience and be mindful of proper netiquette. Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."
- Jot down notes as you read; and before you post, think about the focus question in the context of the readings. Address the focus questions as much as possible (don't let the discussion stray).
- Distribute contributions evenly during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Avoid cursory, non-contributory posts, such as "I agree" or "great idea." If you agree (or disagree) with a post, then say why--and support your statement with concepts from the online material or assigned readings.
- Avoid using texting abbreviations in your posts!
- Review your comments carefully for grammar and punctuation before you post. Well-formulated, grammatically correct, clear posts attract more attention (from both instructor and colleagues). Consider developing your initial posts in a word processing program that allows you to edit for spelling and grammar—then copy it into the discussion forum. This not only will improve the quality of your posts, but also has the added benefit of preserving your insights and observations in word documents you can access after the online course has been completed. Another advantage to composing "offline" is avoiding a timeout from the online discussion forum while you compose your thoughts--resulting in a loss of your careful composition!
- Cite or reference any part of your posts that aren't your own original thoughts. (Avoid plagiarizing!) Citing your sources is especially important in courses where your instructor offers full credit only when citations support the ideas in your post. When you refer to online resources include a hyperlink directly to the source to add context to your comments.
- Respond to a colleague who either supports your own thoughts or lacks supporting evidence or seems to fall short on an important point. Pose questions, offer arguments (distinguish between opinion and argument), or play "devil's advocate." Avoid responses that offer only right or wrong perspectives while ignoring other possible answers; pose open-ended questions that invite dialogue.

ACADEMIC POLICIES AND PROCEDURES

Policies and Guidelines for Nondiscrimination for Disability

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.327-2336.

Procedure for Accommodation on the Basis of Disability

The ADA Officer will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids and services. Questions regarding appropriate accommodations should be directed to the GBC's ADA Officer in Elko at 775.327-2336.

Disability Accommodations

All of the rules, expectations, and procedures stated herein may be subject to reasonable accommodation upon the submission of an appropriate request based on a recognized disability. However, because of the critical health and safety concerns in the AAS program, GBC cannot guarantee any specific accommodation will be granted.

Sexual Harassment

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of sexual harassment. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Sexual harassment is a form of discrimination; it is illegal.

It is expected that students, faculty, and staff will treat one another with respect. Refer to the GBC general catalog for the entire policy. Each case of accused sexual harassment will be reviewed on a case-by-case basis.

GBC Academic Regulations

All faculty and students are responsible for following the Great Basin College regulations and guidelines as printed in the Great Basin College Catalog.

Academic and Professional Dishonesty

Academic dishonesty ("cheating") involves all methods or techniques that enable a student to gain unfair advantage in the clinical or classroom setting (see the Great Basin College Catalog for the definition of cheating in the Academic Honesty section). Cases of academic dishonesty ordinarily result in a grade of F for the assignment and/or the course, in accordance with published course policies. The violation may lead to the student's dismissal from the Great Basin College Nursing Program and, in some cases, dismissal from Great Basin College. GBC and Nevada System of Higher Education (NSHE) policies and procedures related to student conduct and academic honesty will be followed. Academic and/or professional dishonesty may occur in a variety of situations, including but not limited to the following:

Individual Assignments, Quizzes, Tests, and Examinations: copying from a neighbor's paper during the exam (quiz or test); talking or sharing information during an exam; using crib notes when taking a closed book examination; arranging for another person to substitute in taking an examination; giving or receiving unauthorized information when taking an examination.

Plagiarism:

Plagiarism is knowingly representing the work of another as one's own, without proper acknowledgement of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge. Plagiarism includes, but is not limited to, submitting as one's own work the work of another person or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source (**including the Internet**) without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources.

Use of Artificial Intelligence (AI)

Turnitin Similarity Policy

Students are expected to submit original work and properly credit all sources. Written assignments may be reviewed using Turnitin to identify similarities between submitted work and existing sources. A **Turnitin similarity score of 30% or less** is generally expected for written assignments unless otherwise specified by the instructor. Similarity scores above 30% may indicate excessive use of quoted or borrowed material and may require the student to review, revise, and resubmit the assignment.

Faculty will consider the nature and context of the matched material when evaluating a similarity report. Properly cited quotations, references, common phrases, and assignment-specific terminology may contribute to the similarity score and do not automatically constitute plagiarism.

Students are responsible for reviewing their Turnitin report, appropriately paraphrasing and citing sources, and ensuring that submitted work reflects their own original writing.

Use of Artificial Intelligence (AI)

Your instructors may sometimes incorporate the use of generative artificial intelligence (AI) tools like ChatGPT into your lessons and assignments. In these cases, AI can be a valuable tool for learning. However, in instances where you are not specifically instructed to use AI, we ask you to embrace the challenges of learning, scholarship, and personal growth, and critically think and write without using AI. The use of AI has the potential to suppress your own independent thinking and ability to clinically reason.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it must be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). The material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Failure to cite sources, including information generated by AI, is considered academic dishonesty/plagiarism.

1) Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in the assignment instructions. All work must be the original work of the student.

2) Ideas garnered from Generative AI, such as ChatGPT and Microsoft Bing-Chat, must be paraphrased or quoted and include an appropriate in-text citation and reference. Original source material (e.g., journal articles) and the AI chat file must be submitted as a PDF with the assignment for verification.

3) If AI is used inappropriately (without paraphrasing, quotes, or citation), the content will be considered plagiarized, and the plagiarism policy will be enforced.

Please keep in mind that Generative AI is a tool to enhance academic research, not replace critical thinking and originality. Also, Turnitin software generates a report for AI generation of writing for faculty to review.

<https://www.scribbr.com/ai-tools/chatgpt-citations/>

Faculty expects that students will demonstrate professional and academic integrity at all times. Faculty will explain their course expectations and students are expected to ask questions when clarification is needed.

Essential Skills

Effective communication involves the ability to employ therapeutic communication techniques and appropriate interpersonal relationship skills during interactions with instructors, clients, family members, and groups of individuals including health care team members, peers, and supervisors. **Critical thinking** is a reasoned, interactive, and reflective process focused on deciding what to believe or do. Critical thinking involves the ability to identify and challenge assumptions, the ability to explore and imagine alternatives, as well as the ability to make judgments based on evidence (i.e., fact) rather than conjecture (i.e., guesswork).

Critical Behaviors

Accountability is the state of being responsible for one's individual behaviors and their outcomes when assuming the professional role. Accountable means being attentive and responsible for the health care needs of the individual, family, or group. The faculty believe the initial groundwork for accountability is laid during the first semester and continues throughout the student's professional career. Ideally, continued education experiences strengthen the student's ability to further explore, analyze, and test one's functioning relative to accountability.

Collaboration is defined as the intentional act of a professional's background and commitment to respond to problems as a whole are essential. Fundamental to the concept of collaboration is the ability to independently communicate and make decisions in support of the individual, family, or group.

Self-leadership can be described in terms of an individual having a positive self-regard which consists of knowing one's strengths and weaknesses, allowing oneself to be challenged and strengthened through goal setting, and understanding the fit between one's ability to contribute to the organization and the organization's needs. Self-leadership is also the influence that individuals have over themselves to regulate, manage, direct, and/or control their own behavior.

Great Basin College Student Conduct Policy

All students are held accountable for their behavior under GBC's *Standards of Conduct for Students* located in the college catalog and NSHE Code, Title 2, Chapter 6. Section 6.2.2 regarding misconduct. Nursing students are also responsible for additional standards of conduct for nursing professionals (see Appendices Section).

Expectations for Written Assignments

All written assignments are to be in APA 7th Edition format and submitted by *Word* document on the due date, unless otherwise specified by faculty. Writing competencies to be demonstrated by students are as follows:

- Use terminology, sentence construction, citation style, formatting, grammar, and punctuation consistent with scholarly writing.
- Write content that is purposeful, logically sequenced, organized, and, derived from evidence-based materials such as peer reviewed journals, course textbooks, best practice guidelines, outcomes management reports or other scientifically based literature.
- Reference scholarly content consistent with APA 7th Edition; refrain from using web sites intended for layman, medical consumers, marketing sites, or references less rigorously reviewed for scientific merit, unless appropriate for specific purposes such as patient education. Deviation from required APA formatting will be indicated by faculty when warranted.
- Citations and references used in any assignment should be written in APA 7th Edition format
- Document reflective thought, thinking, reasoning and judgment when responding to specific questions and assignments such as patient education, journaling, and peer evaluations.
- Pursue academic writing in a manner consistent with the standards of academic integrity adopted by Great Basin College. This includes scrutinizing written materials to assure that authors, sources and websites are properly cited.
- If the writing requirements are not met for an assignment, then points may be deducted, the assignment may need to be rewritten, or the assignment may receive a failing grade.

The APA Manual (7th ed.) should be your primary reference for determining appropriate APA format. However, the following websites are good resources in addition to the book:

- Learning APA Style: <http://www.apastyle.org/learn/>
- Frequently Asked Questions About APA Style: <http://www.apastyle.org/learn/faqs/index.aspx>
- Purdue University: <http://owl.english.purdue.edu/owl/resource/560/01/>

Textbooks and Other Course Materials

Textbooks may be purchased at the on-campus Great Basin Book Store, located at 1500 College Parkway, Elko, NV 89801. Phone: 775-753-2270.

Students may purchase through the website at: <http://www.bkstr.com/greatbasinstore/home/>

Students also have the option to purchase books through outside sources.

Syllabi are available online on individual WebCampus course web sites on the first day of class.

Testing

Course Exams

Exams will be taken during prearranged times and dates. Specific information will be provided to students by the faculty member responsible for a particular course. Unless otherwise indicated, all exams will be closed book, timed, and monitored.

- Students must adhere to testing schedules.
- The student must contact the faculty if unable to comply with this requirement.
- Student may not share information about an examination with other students.
- Honesty is the responsibility of each student at all times.

Grading

The following grading scale will be applied to all nursing coursework:

100 - 94 % = A	76 % = C
93 - 90 % = A-	75 - 70 % = C-
89 - 87 % = B+	69 - 67 % = D+
86 - 84 % = B	66 - 64 % = D
83 - 80 % = B-	63 - 60 % = D-
79 - 77 % = C+	Below 59% = F

Note: Student grades will be calculated out to two decimal places (to the hundredth). There will be no rounding up of scores. Criteria for grading will be given to the student in writing at the beginning of each course. It is the student's responsibility to know his/her grade point average throughout the course.

- Students are responsible for all written/verbal information that is shared in scheduled classes.
- Students must submit all theory or clinical written assignments on the day they are due. Students are responsible for complying with assignment submission guidelines as outlined in each nursing course syllabus

Drop/Withdraw Policy

According to GBC policy, if you do not complete the course and/or do not formally withdraw by the set drop deadline, your instructors will automatically assign you a grade of "F" for the course. The drop deadline for each course will be stated in the course syllabus.

Unsatisfactory Student Progress Policy

Students who are admitted to the RN to BSN Program must maintain their status as a student in good standing in both academic and academic-related areas based on the following criteria. Failure to do so may result in dismissal from the program:

Academic Requirements

A grade of "C" or better is required in all nursing courses applicable to the RN to BSN degree.

Students must maintain an overall GPA of at least 2.7 throughout the nursing program. Students who do not maintain the GPA will be placed on probation for one semester. Students who do not raise their overall GPA to 2.7 after one semester on probation will be dismissed from the nursing program.

Students must achieve a passing grade in all theory and practicum courses.

Students must repeat with a "C" or better any required nursing course or any required pre- or corequisite non-nursing course in which a grade of C-, D, F, or W has been received. Any such course may be repeated only once.

Only one nursing course may be repeated throughout the curriculum.

Students who repeat a nursing course or any required pre- or corequisite non-nursing course and earn a grade of C-, D, F, or W will be dismissed from the nursing program.

Progression Timelines

Upon admission to the program, each student must meet with an advisor to develop an individualized curriculum plan for program completion. Any changes in the curriculum plan must be discussed and agreed upon by the student and their advisor before any enrollment changes are made.

All requirements for the RN to BSN degree must be completed within six consecutive calendar semesters from the date of first enrollment in courses after admission to the RN to BSN program.

A written request for extension of this time limitation may be submitted by the student and approved by the departmental Admission and Progression Committee. Students granted an extension may be required to take additional coursework, meet current program requirements, or demonstrate currency in nursing standards of practice.

A leave of absence may be granted for up to two semesters. Students must request a leave of absence prior to the enrollment deadline for the first semester in which the leave may be granted. Leave request must be accompanied by a letter providing an explanation for the leave of absence request and the anticipated return date. At least 30 days prior to returning to school, the student must meet with their academic advisor so that a revised curriculum plan can be developed.

Students who cannot continue their curriculum plan sequence for academic reasons must petition for readmission to the RN to BSN program if they want to reenter the program.

Students who have not enrolled in nursing or general education courses as outlined in their curriculum plan for two consecutive semesters will be dismissed from the program and may only return by applying for readmission to the program.

A student applying for readmission to the program is not guaranteed a place in the program. A student who is readmitted is accountable for the degree requirements in effect at the time of readmission.

Unsatisfactory Progress Procedure

If a student earns less than a “C” on any assignment, they are asked to meet with their instructor to receive counseling about the individual assignment and plans for success in the BSN course/program. If a student would like further assistance with ideas for success, they can meet with the Admission and Progression committee.

Students may at any time be referred to the Admission and Progression Committee for serious infraction(s) of professional, academic, or academic-related performance.

Process for Admission and Progression Committee Review

One of the responsibilities of the Admission and Progression Committee is to review student academic problems referred by faculty and on matters related to progression, dismissal or reinstatement of students. The purpose and functions of the Admission and Progression Committee can be found in the Appendices Section.

1. All students undergoing review by the Admission and Progression Committee must submit a one-page study plan to the Committee outlining their plan of action for improvement. **The plan must be received by the Administrative Assistant at least one (1) day prior to the next scheduled meeting** of the Admission and Progression Committee.
2. The committee will review the student's course grades and overall academic and academic- related (practicum) record, the course faculty's evaluation, and the student's written plan for improvement. Course faculty whose students are undergoing review by the Admission and Progression Committee are requested to be available to consult with the committee if needed during the review.
3. The Admission and Progression Committee reviews all the information received and recommends to the Chair that:
 - a. The student shall implement their plan for improvement and be allowed to continue in the program. The Committee may require additional steps or conditions the student must meet after reviewing the student's plan for improvement.
 - b. Or, to the Director of Nursing if: The student should be dismissed from the program.
4. A student who is requesting to voluntarily withdraw must submit a letter to the Admission and Progressions Committee. The Admissions and Progressions committee will make a recommendation for the student's process to be readmitted back into the program if the student files a request to do so.

Voluntary Withdrawal

Students who for personal reasons need to voluntarily withdraw from the program must immediately notify their instructor(s) and the Director of the nursing program. This should be in the form of an email or letter stating the student's request to withdraw. It is the student's responsibility to formally withdraw from their nursing courses. If the courses are dropped after the course official drop date, a grade of "F" will automatically be assigned as per Great Basin College 2026-2027 catalog, under the Academic Standards section.

Dismissal and Readmission to the Program

Course Failure:

Students who have failed any nursing course must apply to the Admission and Progression Committee for permission to repeat the course and continue in the program.

If readmitted after failing a nursing course, students must repeat the entire course, including all components of the course.

Two nursing course failures in any single semester or any combination of semesters will result in automatic dismissal from the program.

If the application to the committee is denied, the student will be dismissed from the program. ***Please see procedures for appealing to the Admission and Progression Committee.***

Readmission to the Program:

Students who have been dismissed from the program due to academic reasons may apply once for program readmission. The student must indicate in writing to the Admission and Progression Committee their desire to be considered for readmission no later than May 31 for fall semester and September 1 for spring semester and follow all procedures for appealing to the Committee.

Students who have been out of the program for less than one year will be considered for readmission on a space available basis and will not need to submit a full application. Students who have been out of the program for more than one year must go through the full application and admission process.

Students are not guaranteed readmission to the program.

Student Appeal of Admission and Progression Committee Decision

Decisions of the Admission and Progression Committee may be appealed directly to the Director in writing within three working days after written notification of the decision is received.

Grievance Procedure

The procedure described here differs from and supersedes the GBC procedure described in the college Catalog. The divergence from GBC policy is justified by the sequential nature of the nursing program curriculum and the safety and well-being of patients a student may care for.

Students who wish to explore problems that have not been resolved to their satisfaction can initiate the appeal process described below.

Grievance Procedure Steps

Step I:

Schedule an appointment and discuss the issue with faculty member(s) within seven (7) working days of the alleged occurrence. Within seven (7) working days of the scheduled meeting, the faculty member(s) shall issue a written decision. The decision may be delivered to the student by email, U.S. mail, or personally delivered.

□

Resolution □ Stop

No resolution □ Proceed to Step II

□

Step II:

If the student is aggrieved by the resolution made in Step I, the student may file a written appeal with the Dean within seven (7) working days of receiving the written decision in Step I. The Dean shall meet with the student within seven (7) working days of receiving the appeal unless the student requests more time and this request is approved by the Dean. The Dean may invite the faculty member(s) to this meeting. The Dean may permit the student to bring someone to advise the student at this meeting. The Dean shall issue a written decision within seven (7) working days of the meeting. The decision may be delivered to the student by email, U.S. mail, or personally delivered.

Resolution □ Stop

No resolution □ Proceed to Step III

Step III:

If the student is aggrieved by the resolution made in Step II, then the student may file a written appeal with the Vice President for Academic and Student Affairs. The Vice President shall schedule a meeting with the student within ten (10) working days of receiving the appeal unless the student request more time and this request is approved by the Vice President. The Vice President may invite the Dean and the faculty members to this meeting. The Vice President may permit the student to bring someone to advise the student at the meeting. The Vice President shall issue a written decision within ten (10) working days. The decision may be delivered to the student by email, U.S.

□

Resolution

(Note: Dates given in this procedure may be adjusted if the Dean is not available due to absence or semester break.)

Student Evaluations of Faculty and Learning Outcomes

Toward the end of each nursing course, students may be asked to complete an evaluation instrument. An analysis of the student responses is sent to faculty members after the completion of the term and the recording of grades. This data assists the faculty in self-improvement of their teaching and helping future students achieve course learning outcomes. The information is also used as part of the determination of the faculty member's tenure and salary increases. Students are expected to carefully weigh their assessments and evaluate the faculty member fairly and accurately.

Gifts

It is the faculty policy that students shall not purchase gifts for them at the end of a particular course. Please adhere to this policy when thanking faculty for their support and guidance.

CURRICULUM INFORMATION

All nursing courses must be taken in required sequence. Because of the critical relationship between time and learning, students are expected to meet all class requirements. Course work not completed will negatively impact student grades. Students are required to seek assistance promptly from the nursing faculty when and if they experience any degree of academic or clinical difficulty. If personal matters are interfering with academic or clinical efforts, the classroom and/or clinical instructor should be kept informed.

The faculty reserves the right to change certain aspects of the course syllabus, such as the schedule of assignments, grading procedures, or course materials. However, no changes will be made without informing students in a timely and clear manner. It is not anticipated there will be major changes in the content of a syllabus once a course begins.

Three Semester Track

FIRST SEMESTER		CREDITS
NURS 326 (1 st 8wks)	Transition to Professional Nursing	5
NURS 420 (2 nd 8wks)	Evidence-Based Practice and Research in Nursing	3
NURS 443 (1 st 8wks)	Nursing Leadership and Management Theory	4
NURS 449 (2 nd 8wks)	Nursing Leadership and Management Practicum	4
SECOND SEMESTER		
NURS 429 (1 st 8wks)	Population Focused Community Health Theory	4
NURS 436 (2 nd 8wks)	Population Focused Community Health Practicum	4
NURS 437 (1 st 8wks)	Diversity and Healthcare Policy in Rural Environment	3
THIRD SEMESTER		
NURS 417	Information Systems and Quality Management	
NURS 456	Senior Synthesis Seminar	
SELECT ONE ELECTIVE		
NURS 312 (Spring)	Health Assessment & Health Promotion	3
NURS 337 (Fall)	Pathophysiology	3
NURS 490	Special Topics	3
GENERAL EDUCATION		
CHEM 100	Molecules and Life in the Modern World	3
FINE ARTS		3
HUMANITIES		3
Master Coursesec upper elective	Choose from one of the following: HUM 301, INT 339, MATH 389, HSC 300, INT 359, GEOL 335, INT 369, ANTH 307, ANTH 332, HIST 303, HIST 341, INT 349 or PSY 313	3
MATH 120	Fundamentals of College Mathematics <i>or higher</i>	3

Traditional Track

FIRST SEMESTER		CREDITS
NURS 326	Transition to Professional Nursing	5
NURS 443	Evidence-Based Practice & Research in Nursing	4
NURS 449	Nursing Leadership and Management Practicum	4
SECOND SEMESTER		
NURS 429	Population Focused Community Health Theory	4
NURS 436	Population Focused Community Health Practicum	4
THIRD SEMESTER		
NURS 417	Information Systems and Quality Management	4
NURS 420	Evidence-Based Practice and Research in Nursing	4
FOURTH SEMESTER		
NURS 437	Diversity and Healthcare Policy in Rural Environments	3
NURS 456	Senior Synthesis Seminar	5
SELECT ONE ELECTIVE		
NURS 312 (Spring)	Health Assessment & Health Promotion	3
NURS 337 (Fall)	Pathophysiology	3
NURS 490	Special Topics	3
GENERAL EDUCATION		
CHEM 100	Molecules and Life in the Modern World	3
FINE ARTS		3
HUMANITIES		3
Master Counsel upper elective	Choose from one of the following: HUM 301, INT 339, MATH 389, HSC 300, INT 359, GEOL 335, INT 369, ANTH 307, ANTH 332, HIST 303, HIST 341, INT 349 or PSY 313	3
MATH 120	Fundamentals of College Mathematics <i>or higher</i>	3

Part-Time Track

FIRST SEMESTER		CREDITS
NURS 326	Transition to Professional Nursing	5
NURS 420	Evidence-Based Practice and Research in Nursing	4
SECOND SEMESTER		
NURS 429	Population Focused Community Health Theory	4
NURS 436	Population Focused Community Health Practicum	4
THIRD SEMESTER		
NURS 443	Evidence-Based Practice & Research in Nursing	4
FOURTH SEMESTER		
NURS 437	Diversity and Healthcare Policy in Rural Environments	3
NURS 449	Nursing Leadership and Management Practicum	4
FIFTH SEMESTER		
NURS 417	Information Systems and Quality Management	4
SIXTH SEMESTER		
NURS 456	Senior Synthesis Seminar	5
SELECT ONE ELECTIVE		
NURS 312 (Spring)	Health Assessment & Health Promotion	3
NURS 337 (Fall)	Pathophysiology	3
NURS 490	Special Topics	3
GENERAL EDUCATION		
CHEM 100	Molecules and Life in the Modern World	3
FINE ARTS		3
HUMANITIES		3
Mastery Course upper elective	Choose from one of the following: HUM 301, INT 339, MATH 389, HSC 300, INT 359, GEOL 335, INT 369, ANTH 307, ANTH 332, HIST 303, HIST 341, INT 349 or PSY 313	3
MATH 120	Fundamentals of College Mathematics <i>or higher</i>	3

Description of Required RN to BSN Nursing Courses

NURS 326 Transition to Professional Nursing (5 credits)

This course bridges the students' current views and those presented throughout the program related to the major program concepts. It also differentiates the baccalaureate program from the associate level program. The course provides an overview of the major areas of nursing studied in more depth throughout the RN to BSN program, including current healthcare systems with a distinct focus on rural health and agencies serving underserved populations. It emphasizes the responsibilities of nurse leaders in quality improvement, nursing research, and evidence-based practice, and highlights the importance of collaborative relationships with the interprofessional team. Leadership principles and theories, as well as information management, are explored.

NURS 420 Evidence Based Practice and Research in Nursing (3 credits)

This course focuses on the research process, research analysis, and research utilization in the context of evidence-based nursing practice. This course introduces students to the role of the nurse as an evolving scholar, emphasizing the critical skills of synthesizing, translating, applying, and disseminating knowledge to enhance healthcare and advance nursing scholarship, with a specific focus on the needs of rural populations. Students will develop skills in interpreting published research findings and understanding the science of nursing as the foundation for best practices and evidence-based quality improvement measures in diverse healthcare environments. The course encourages knowledge dissemination through scholarly activities that promote lifelong learning and interprofessional collaboration. Application of ethics, legal principles, and professional standards are integral to responsibly carrying out the research process and guiding decision-making and leadership in clinical, research, and policy contexts. Ultimately, this course aims to equip students to be change agents, driving healthcare transformation in underserved and rural communities and improving outcomes through evidence-based, population-tailored practices.

NURS 429 Population Focused Community Health Theory (4 credits)

This course focuses on the synthesis of community and public health nursing concepts and theories to promote health and prevent disease within rural communities and underserved populations, with a critical emphasis on addressing social determinants of health and promoting health equity. Students will learn to analyze the personal, social, economic, and environmental factors impacting the health of these vulnerable populations. Applying nursing concepts and principles of epidemiology, students will develop skills to plan, implement, and evaluate strategies for health promotion, disease prevention, and the management of population health, including communicable diseases. The course will also prepare students for policy advocacy, equipping them as leaders to engage stakeholders, advance equitable health policies, and build effective interprofessional partnerships to improve health outcomes in rural settings.

NURS 436 Population Focused Community Health Practicum (4 credits)

Building upon foundational public and community health nursing concepts, this course engages students in experiential learning activities focused on their application to promote optimal health and wellness for rural communities and underserved populations. Students will collaborate with peers from various disciplines to develop and implement interprofessional planning and interventions specifically tailored to the unique needs of rural populations. Through project-focused work, students will apply their knowledge of social determinants of health, epidemiology, and policy advocacy to address health challenges and promote positive health outcomes in these communities.

NURS 437 Diversity and Healthcare Policy in Rural Environments (3 credits)

Students will explore the influence of diversity and healthcare policy on local, national, and global issues of healthcare equity, access, affordability, and social justice. This course incorporates a critical analysis of nursing practices that promote culturally sensitive care, enhance health equity, address diversity in patient populations, and examine the nurse's crucial role as an advocate in shaping health policy to improve healthcare access and reduce health disparities. **Prerequisites:** **NURS 326.**

NURS 417 Information Systems and Quality Management (4 credits)

This course examines the role of information systems and quality improvement processes used to monitor and improve healthcare outcomes. Covers the use of information management to impact cost, safety, and coordination of care. Includes adaptations of information access and management in rural environments.

NURS 443 Nursing Leadership and Management Theory (4 credits)

This course explores essential leadership and management concepts for professional nursing practice in today's diverse healthcare environments, with a specific focus on developing students' leadership abilities within the framework of systems-based care, particularly in rural settings. It examines the multifaceted responsibilities of the professional nurse as a leader within both structured and unstructured healthcare systems, emphasizing inter- and intra-professional collaboration and partnerships. The course explores the cost of care, safety, legal guidelines, regulatory factors, and measurement of patient satisfaction, while also highlighting the use of informatics to support decision-making and improve patient outcomes. A key component involves embracing diversity and inclusion within the profession, preparing students to lead effectively in diverse healthcare environments. Students will foster leadership skills that prioritize resilience, agility, and the capacity to navigate change in complex and evolving healthcare systems. Through the integration of continuous learning and self-reflection, students will be encouraged to develop adaptability, preparing them as influential leaders who can guide teams, advocate for patients, and drive equitable, systemic improvements in care delivery. **Prerequisites: NURS 436**

NURS 449 Nursing Leadership and Management Practicum (4 credits)

Students will engage in experiential learning activities focused on the application of leadership and management concepts, theories, roles, and evidence to address a leadership or management issue within a selected organization or clinical area. This experience provides opportunities to apply leadership concepts within the framework of systems-based care and foster inter- and intra-professional collaboration, as well as promoting diversity, inclusion, and adaptability within the nursing profession. A key focus includes navigating leadership challenges specifically in rural settings, where resource limitations and unique population needs demand resilience, agility, and innovative solutions. Collaboration with a preceptor/mentor and faculty member is integral for project development and implementation, preparing students to drive positive change, address health disparities, and improve health outcomes in both rural and broader healthcare contexts, thus solidifying their leadership skills to meet the unique challenges faced by diverse and underserved populations, particularly in rural areas. **Prerequisites: NURS 443**

NURS 456 Senior Synthesis Seminar (5 credits)

This major senior project course engages students in an in-depth exploration of a practice area or issue, with a significant focus on rural healthcare settings. The course will require the comprehensive integration of knowledge acquired in the liberal arts, sciences, and baccalaureate nursing courses. Emphasizing leadership development, students will identify how they can lead initiatives based on best practices to advance nursing practice and improve patient outcomes specifically within underserved rural areas. Students will also be guided in identifying innovative practices and solutions that address gaps in care unique to rural populations, aiming to enhance overall health outcomes. Students will also identify areas for professional opportunities and continuing education as methods for engaging in lifelong learning. ***Prerequisites: Must have completed six (6) upper division NURS courses and be accepted to the RN-BSN program.***

Electives (One Required):

NURS 312 Health Assessment and Health Promotion (3 credits) Offered Spring

Explores assessment of the healthcare needs of diverse and underserved populations in both structured (hospital/clinical) and unstructured (community/home-based) healthcare settings. The importance of the nurse in identifying health promotion and disease prevention issues for individuals and communities is explored. Refines and expands the nurse's perspective on health assessment through integration of an expanded knowledge base in risky behaviors and common health deviations of populations while focusing on equitable and culturally responsive, evidence-based care.

NURS 337 Pathophysiology (3 credits) Offered Fall

The purpose of this course is to explore pathophysiology and its processes associated with common acute and chronic health illnesses across the lifespan. This course incorporates current evidence-based knowledge and how age, ethnicity, and cultural patterns can influence the development of illness and/or outcomes.

NURS 490 Special Topics (3 credits)

Exploration of health issues of specific populations, or aspects of health care and nursing practice including disease prevention and health promotion.

STUDENT SERVICES

Academic Advising

Whenever possible, RN to BSN students continuing into the program from the GBC AAS Nursing program will remain assigned to their advisor in that program. New RN to BSN students from other nursing programs will be assigned a GBC nursing faculty advisor by Admissions and Records.

Academic advisors will receive a copy of any Notice of Unsatisfactory Performance given to their advisees. However, whenever possible, students experiencing academic problems should be encouraged to meet with their advisor when problems first become apparent rather than waiting until they receive a Notice of Unsatisfactory Performance.

Faculty Advisors	Phone Number
Brian Dankowski	775-327-2311
Tamara Mette	775-327-2313
Sara Betts	775-327-2241
Staci Warnert	775-327-5869
Stacy Crouch	775-327-5868

Students experiencing non-academic health or emotional issues which require professional care should be referred for help outside the School of Health Sciences and Behavioral Health. The Student Services Office is the contact for students who need counseling available through University of Nevada, Las Vegas (UNLV).

Library Services

Media required for online nursing courses are usually uploaded into the course website. They are also located in the library. These materials are not to be checked out but must be viewed at the library.

For access to online journals and library services, you must have a library "card". To get a card go to the main Library web page and click on the red box labeled *Library Card* at the top of the page. You will be taken to the page that has a link to the online application for a card. The Circulation Librarian will mail you the card.

Fall and Spring Semester:

Monday - Friday 9:00 am to 5:00 pm

Winter and Summer Semester:

Hours vary

Student Representatives on Advisory Group

Student representation is encouraged during nursing program meetings and the School of Health Sciences and Behavioral Health Advisory Group meetings. Two volunteer representatives are asked to bring questions, comments and concerns of their class to these meetings and are expected to take information back to their group for discussion and follow-through.

FINANCIAL INFORMATION

Scholarships & Financial Aid

Financial Aid is intended to help students pay for their education after high school. The aid available at Great Basin College includes grants, loans, employment, and scholarships, some of which are specifically designated for nursing students. Students are encouraged to contact Student Financial Services at 775-327-2095 for further information.

Estimated Program Costs and Fees

RN to BSN program costs will vary from year to year, based on per credit fees established by the NSHE Board of Regents.

Current estimates are:

Class credit fees (tuition)	\$ 10,100.00
Textbooks and online access fees.....	\$ 1,200.00

GRADUATION

Application for Graduation

The GBC graduation is the ceremony that celebrates graduation from the college. It is a cap and gown ceremony held at each of the following locations: Ely, Pahrump, Winnemucca and Elko Campuses. Nursing students receive a Bachelor of Science in Nursing degree. You **MUST** submit an application for graduation before the set deadline in order to participate and receive a degree. Please refer to the Great Basin College catalog for further information.

Graduation Requirements

Students must complete all nursing and non-nursing courses to be eligible for graduation. The non-nursing courses have been placed in the curriculum to augment the nursing course content. Scheduling arrangements are made with other GBC faculty to assure there will be no time conflict with nursing classes. If a non-nursing course is taken out of sequence, there is no guarantee it will be taught at a time that does not conflict with required nursing courses.

Students are responsible for ensuring that Admission and Records receives an official transcript for transfer courses one month prior to graduation. It is also each student's responsibility to know and to meet all course requirements and to maintain a 2.7 or high GPA throughout the program.

The Office of Admission and Records uses the year of your admission to the nursing program to determine catalog year and course requirements for graduation.

Any student taking a general education course during the fourth semester of the nursing program at another college or university must have the course work completed and an official transcript sent to the Admission and Records Office no less than one month prior to final examinations.

It is the student's responsibility to make certain all graduation requirements are met.

Caps and Gowns

Cap and gown orders are placed with the GBC Bookstore. The cost is approximately \$45.00.

Nursing Pins & Pinning Ceremony

The pinning ceremonies are held in Pahrump, Winnemucca, Ely, and Elko and are separate from the GBC graduation. In order to participate in the pinning ceremony, a student must have completed all program requirements. Because the pinning ceremony is a time-honored tradition, certain guidelines regarding student appearance, program format and reception activities are followed. Graduating nursing students, with assistance from the Student Nurses' Organization officers and faculty representative will collaborate in planning the pinning ceremony. Date and time will be chosen to accommodate graduating nursing students without conflicting with the GBC graduation and other activities held on site.

Pinning/Graduation Cost Estimates

- | | |
|-------------------------------------|----------|
| • Graduation fee (apply in January) | \$ 20.00 |
| • Shipping Diploma | \$ 15.00 |
| • Cap and gown | \$ 45.00 |

APPENDICES

- APPENDIX A Health Sciences Admission and Progression Committee
- APPENDIX B Standards of Conduct for GBC Nursing Students
- APPENDIX C Bloodborne Pathogen Exposure and Prevention Policy
- APPENDIX D Exposure to Bloodborne Pathogen Form
- APPENDIX E Nursing Program Injury Report
- APPENDIX F Essential Eligibility Guidelines for Participation in the RN to BSN Program
- APPENDIX G Functional Abilities
- APPENDIX H Student Agreement for the 2026-2027 Academic Year

School of Health Sciences and Behavioral Health
HEALTH SCIENCES ADMISSIONS AND PROGRESSION COMMITTEE

Membership:

1. Six (6) Faculty:
 - a. Two (2) teaching in the Nursing Program(s), (1) teaching in the AAS Radiology Technology Program, one (1) teaching in the EMS/Paramedic Program, one (1) teaching in the Human Services Program or Social Work, and one (1) at-large School of Health Sciences and Behavioral Health faculty member.
 - b. At least one of the faculty must be tenured.
 - c. Faculty members of the committee will be elected in the spring semester at the last departmental faculty meeting.
 - d. In the event that a committee member cannot attend an Admission and Progression meeting, that member shall find a representative from within their program, if possible, to serve as proxy for that meeting. If there are no student appearances expected for the meeting, written proxy of vote(s) on the issues addressed on the agenda for that meeting is also an acceptable substitute
2. The Administrative Assistant for the department will serve as an ex-officio member of the committee without voting privileges and will coordinate staff support for the committee.

Term of Service:

1. Faculty serve a two-year term and may serve additional terms.

Functions:

1. Make recommendations to the School of Health Sciences and Behavioral Health faculty regarding policies and procedures for student admission to the health sciences degree programs.
2. Review applications and select students for admission to the health sciences degree programs, including review of appeals for admission.
3. Review and make decisions related to progression or reinstatement of individual students in health sciences degree programs.
4. Assure the collection and dissemination of formative and summative data for evaluation of admission and progression; use relevant data admission and progression decisions.

Standards of Conduct for GBC Nursing Students

All nursing students are held to the GBC and NSHE Student Conduct Policies as published in the GBC Catalog.

Examples of physical, cognitive, behavioral problems and lack of competency which may be questioned include, but are not limited, to:

- Frequent absenteeism and/or tardiness (no documented medical reason for absence).
- Drowsiness or sleepiness.
- Smell of alcohol on the breath/body.
- Increased inability to meet schedules and deadlines.
- Slurred/incoherent speech or speech pattern different from normal speech.
- Unusually aggressive behavior.
- Unexplained change in mood.
- Change in appearance.
- Lack of manual dexterity.
- Lack of or decreased coordination in body movement.
- Inappropriate responses to stimuli.
- Unexplained work-related accident or injury.
- Inattentiveness to work.

Bloodborne Pathogen Exposure and Prevention Policy

The Nursing Program has developed a Bloodborne Pathogen Exposure and Prevention Policy to be in compliance with Occupational Safety and Health Administration (OSHA) Standards. The policy is intended to provide direction to students and faculty to help prevent exposure to bloodborne pathogens and guidance should such exposure occur.

The purpose of this policy is to reduce the risk of student exposure to air and body substance pathogens such as, but not limited to, Tuberculosis, Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and the Human Immunodeficiency Virus (HIV).

HIV Screening

The GBC nursing programs will not undertake any program of screening faculty or students for antibody to HIV. Any student or faculty wishing to be tested will be referred to his/her private physician.

Standard Precautions

Standard Precautions is an approach to infection control that requires the application of blood and body fluid precautions for all patients and patient specimens regardless of diagnosis. Standard precautions will be the minimum standard of practice throughout courses offered in the nursing programs at GBC where bloodborne pathogen exposure could occur.

Methods of Compliance

Students must become familiar and comply with the GBC nursing Pathogen Exposure and Prevention Policy. Students must also become familiar and comply with the exposure plan (needle stick policy) of the clinical sites to which they are assigned.

Prevention of Bloodborne Pathogen Exposure

- Students are required to participate annually in Bloodborne Pathogen Exposure Prevention and Control Class. The student must also have satisfactorily demonstrated skill in using protective equipment and procedures before receiving a patient care assignment.
- Students must have documented immunity to hepatitis B, Measles, rubella, varicella, and diphtheria prior to going to any clinical site.
- The decision to exempt a student from clinical experience will be made on a case-by-case basis by the faculty responsible for the clinical course.
- All students must have medical insurance upon entering and throughout their enrollment in the nursing program. It is the student's responsibility to obtain and pay for this insurance, as well as to understand the benefits and limitations of any insurance they maintain or is maintained on their behalf.

Occurrence of Exposure or Incident

Student

A student in the GBC nursing programs who has exposure to blood, body fluid or other potentially infectious material to non-intact skin or mucous membranes from a needle stick, sharps injury or other cause must immediately:

- Wash needle stick and cuts with soap and water
- Flush splashes to the nose, mouth or skin with copious amounts of water
- Irrigate eyes with clean water, saline or sterile irrigating solutions.
- Remove soiled personal protective equipment and/or clothing as soon as possible.

After washing, flushing and/or irrigating the exposed area, the student must immediately:

- Notify the appropriate registered nurse at the clinical facility **AND**
- Notify clinical faculty who will then implement the process below. (If there is a witness to the incident, have them do this immediately if possible.)

Faculty

The clinical faculty will be responsible for coordinating the following procedures:

- Identify the source of the exposure.
- Obtain consent from the source client, if not in chart.
- Determine who will be the health care provider for the student for counseling and treatment if needed.
- Send the student to their health care provider to obtain medical evaluation and post-exposure follow-up within 1 to 2 hours of the exposure.
- Student should bring a copy of the documents with as much completed information as possible related to the incident to their health care provider. They should also have the contact number for source information (such as employee health office) so that the health care provider may obtain results.
- Initiate the documentation needed for GBC and the clinical agency.

NOTE: *The National HIV/AIDS Center provides a PEpline, a Clinicians' Post-Exposure Prophylaxis Hotline which offers up-to the minute advice on managing occupational exposures (needlesticks, etc.) to HIV, hepatitis and other blood borne pathogens. It is offered 24 hours a day, 7 days a week at 1-888-488-4911.*

Documentation and Follow-up:

Student and Faculty

- Notify the Director of Nursing of the incident as quickly as possible
- Complete an incident report at the clinical facility, if required; and be aware of and follow any reporting and follow-up requirements of the clinical facility.
- Complete a GBC nursing *Exposure to Bloodborne Pathogens* form.
- It is the student's responsibility to make his/her healthcare provider aware of the result of any blood panel drawn as a result of an exposure.

The National HIV/AIDS Center provides a PEpline, a Clinicians' Post-Exposure Prophylaxis Hotline which offers up-to the minute advice on managing occupational exposures (needle sticks, etc.) to HIV, hepatitis and other blood borne pathogens. It is offered 24 hours a day, 7 days a week at 1-888-488-4911.

**Great Basin College School of Health Sciences and Behavioral Health
Associate of Applied Science in Nursing and RN to BSN Programs**

EXPOSURE TO BLOODBORNE PATHOGEN FORM

Complete the following form and return it to the Director of Nursing.

Student Name: _____ Faculty Name: _____

Exposed Individual's Name: _____ Date of Birth: _____

Address: _____

Telephone number Home: _____ Cell: _____

Source of exposure (state name of person if applicable): _____

Date of occurrence: _____ Time occurred: _____ Time reported: _____

Name and title of person initially notified: _____

Location of occurrence: _____

Check the following that apply to the occurrence:

☐ percutaneous exposure (break in the skin that causes bleeding)

☐ Mucous membrane contact (eyes, mouth, nose)

☐ chapped skin, abraded skin, dermatitis

☐ exposure to chemical

☐ other, explain: _____

Were bloodborne pathogens (blood, saliva, body fluids, contaminated solutions, etc...) involved?

Yes No (circle 1)

Explain: _____

Describe the incident precisely: _____

What did you do after being exposed? _____

How do you feel this incident can be prevented in the future? _____

Signature of person making report: _____ Date: _____

Signature of faculty if applicable: _____ Date: _____

Director of Nursing _____ Date: _____

**GREAT BASIN COLLEGE
RN to BSN PROGRAM
INJURY REPORT**

Name of Person(s) Injured: _____

Person Completing this Form (if different from above): _____

Date of Incident/Accident: _____

Exact location of the Incident/Accident: _____

Description of the injury: _____

Were there witnesses to this accident? If yes, list below:

Describe the circumstances in which the incident/accident occurred:

Describe follow-up care:

Was person injured referred for follow-up care? If yes, which facility? _____

Any further comments:

Signature of Injured/Person Completing Form Signature of DON

Essential Eligibility Guidelines for Participation in the RN to BSN Program

The functional abilities adopted by Great Basin College's RN to BSN Program are defined by the National Council of State Boards of Nursing and related to the behavioral components of competence, which has been defined by the National Council of State Boards of Nursing as "the application of knowledge and the interpersonal, decision-making, and psychomotor skills expected for the nurse's practice role, within the context of public health, safety and welfare" (1966).

The functional abilities* refer to those physical, cognitive, and behavioral abilities and competencies required for satisfactory completion of all aspects of the nursing program. These functional abilities are non-domain specific (i.e., physical, and mental activities and attributes needed by a nurse to practice safely in terms of essential nursing functions, with or without accommodations). Applicants to the RN to BSN Program and students continuing through the nursing program must demonstrate competence in the following categories of behavior in order to successfully meet program learning objectives:

Physical Abilities:

- Abilities: Gross motor skills
- Fine motor skills
- Physical endurance
- Physical strength
- Mobility

Sensory Abilities:

- Visual
- Tactile
- Olfactory (smell)
- Hearing

Cognitive

- Reading
- Arithmetic
- Emotional stability
- Analytical thinking
- Critical thinking

Interactive Abilities:

- Interpersonal skills
- Communication skills
- Integrity

Functional Abilities (Technical Standards)

The practice of Nursing requires the following functional abilities with or without reasonable accommodations:

1. Visual acuity must be adequate to assess patients and their environments, as well as to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
 - Detect changes in skin color or condition
 - Collect data from recording equipment and measurement devices used in patient care
 - Detect a fire in a patient area and initiate emergency action
 - Draw up the correct quantity of medication into a syringe
2. Hearing ability must be of sufficient acuity to assess patients and their environments and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
 - Detect sounds related to bodily functions using a stethoscope
 - Detect audible signals generated by mechanical systems that monitor bodily functions
 - Communicate clearly in telephone conversations
 - Communicate effectively with patients and with other members of the healthcare team
3. Olfactory ability must be adequate to assess patient and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
 - Detect foul odors of bodily fluids or spoiled foods
 - Detect smoke from burning materials
 - Detect ketones on a client's breath
4. Tactile ability must be sufficient to assess patient and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
 - Detect changes in skin temperatures
 - Detect unsafe temperature levels in heat-producing devices used in patient care
 - Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluid
 - Perform techniques such as the insertion of urinary catheters
5. Strength and mobility must be sufficient to perform patient care activities and emergency procedures. Examples of relevant activities (nonexclusive):
 - Safely transfer patients in and out of bed and assist them with ambulation using appropriate assistive devices
 - Safely control the fall of a patient, by slowly lowering the patient
 - Turn and position patients as needed to prevent complications due to bed rest
 - Hang intravenous bags at the appropriate level
 - Accurately read the volumes in body fluid collection devices hung below bed level
 - Perform cardiopulmonary resuscitation
6. Fine motor skills must be sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities (nonexclusive):
 - Safely dispose of needles in sharps containers
 - Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
 - Manipulate small equipment and containers, such as syringes, vials, ampoules, and medication packages, to administer medications.
7. Physical endurance sufficient to complete assigned periods of clinical practice and to function effectively under stress in acute health care situations.

8. Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear and effective communication.
9. Emotional stability to function effectively under stress, to work as a part of a team and to respond appropriately to supervision; to adapt to changing situations, to respond appropriately to patients and families under stress, and to follow through on assigned patient care responsibilities.
10. Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.
11. Other abilities sufficient to demonstrate competencies such as the ability to arrive at a clinic on a timely basis; to meet the demands for timely performance of duties; to meet the organizational requirements to perform these duties in a professional and competent manner.

GREAT BASIN COLLEGE RN to BSN PROGRAM

STUDENT AGREEMENT FOR THE 2026-2027 ACADEMIC YEAR

(initial) I have read, understand, and agree to abide by the policies and guidelines stated in the Great Basin College RN to BSN Program 2026-2027 Student Handbook.

(initial) I understand that as a condition of enrollment in Great Basin College's RN to BSN Program, I agree that a practicum facility/agency may, at any time, require a "for cause" drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the practicum facility/agency should they request such information.

(initial) I understand and acknowledge that once admitted to the Great Basin College's RN to BSN Program, failure to maintain the professional and/or ethical standards of the program may result in dismissal from the program. I also understand that the School of Health Sciences and Behavioral Health Admission and Progression Committee may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.

(initial) I understand and acknowledge that no resources or information from any nursing course can be shared outside the classroom or lab.

Printed Name

Student Signature

Date

**Sign and date this copy of the Student Agreement and return to the GBC
School of Health Sciences and Behavioral Health by email to
hsbh@gbcnv.edu**